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## COURSE OF STUDY FOR HIGH SCHOOLS

(Adopted by the General Conference of Louisiana High School Teachers)

### HISTORY AND CIVICS

#### FIRST YEAR — *First Half*

United States History, from close of Revolution, -	3 recitations per week
Louisiana History, - - - - -	1 recitation per week
Local History, - - - - -	1 " per month.

Supplementary reading: Some representative Life of Washington, preferably Hale's.

#### *Second Half*

English History, - - - - -	3 recitations per week.
Civil Government, - - - - -	2 " per month.
Current History, from newspapers, - - -	1 recitation per month.

Supplementary reading: Life of Abraham Lincoln, preferably Tarbell's.

#### SECOND YEAR — *First Half*

General History, to Mediæval period, - - -	3 recitations per week.
Mythology, preferably Guerber's, - - -	1 recitation per week.
Current History, preferably as given in <i>Review of Reviews</i> , "Our Time" - - - - -	1 recitation per month.

Supplementary reading: Smith's History of the East as abridged in Harper's *Students' Series*, or Ragozin's *Story of Chaldea*.

#### *Second Half*

General History, to modern period, - - -	2 recitations per week.
Greek History, special study, - - - - -	2 " per week.
Current History, as above, - - - - -	1 recitation per month.

Supplementary reading: Guerber's *Legends of the Middle Ages*.

#### THIRD YEAR — *First Half*

General History, modern period, - - - - -	2 recitations per week.
Roman History, special study, - - - - -	2 " per week.
Current History, - - - - -	1 recitation per month.

Supplementary reading: Life of Columbus.

#### *Second Half*

French History, special study, - - - - -	2 recitations per week.
Southern History, preferably Curry's <i>Southern States of the American Union</i> , - - - - -	2 recitations per week.

Current History, - - - - - 1 recitation per month.

Supplementary reading: *Life of Napoleon Bonaparte*, preferably McClure's (Tarbell's).

#### FOURTH YEAR—*First Half*

United States History, intensive study of one period of American development by collateral readings upon selected topics.

Supplementary reading: Grace King's *New Orleans; the Place and the People*.

#### *Second Half*

Elementary Political Economy, preferably Ely's.

The foregoing presupposes a four years' High School Course, each year to consist of eight or nine months.

The order in which the several subjects are arranged is the order of importance, in the opinion of the undersigned, in reference to (1) essentials of historical information Louisiana youth should possess; (2) preparatory work for college admission, as based upon an examination of entrance requirements of every leading American college and university.

It will be noticed that the course of study provides for review work, although not specifically so stated. For instance, United States History, studied in the first half of the first year, is reviewed in the supplementary reading of the lives of Washington, Lincoln, and Columbus; and in the study of Curry's *Southern States*, etc. Greek history, as indicated in the general history work of the first half of the second year, is reviewed and elaborated by the special study of Greek history in the second half. Likewise Roman history.

Special place is given to French history (a subject injudiciously ignored in our high schools), as of particular importance to Louisiana students, the early history of our state being as intimately connected with the history of France as New England history is connected with that of Great Britain.

The preparer had also in view the making of the course complete, as far as it goes, to any division or subdivision. It does not require a completion of the whole course to get any benefit from it. Each year is distinct and complete, and something will be attained if the study is pursued for that year and for that year alone.

Such a course as outlined indicates the serious study of history; the elevating of the subject to its rightful position in the modern scheme of education. The accomplishment of the work as outlined should be equal to one-third of the requirement for admission to college.

HENRY E. CHAMBERS,  
*Chairman Committee on History*